

W A Perry Middle

2600 Barhamville Rd.
Columbia, S. C. 29204

Grades	6-8 Middle School	
Enrollment	344 Students	
Principal	Demetria N. Clemons	803-256-6347
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Dr. Jasper Salmond	803-231-7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	4	9

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 9 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Unsatisfactory	No
2005	Unsatisfactory	Unsatisfactory	No

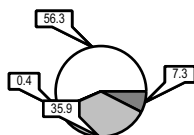
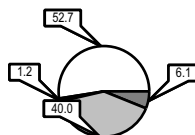
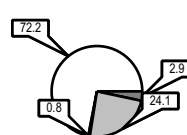
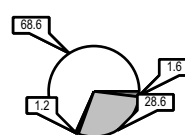
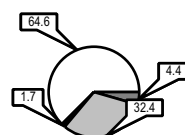
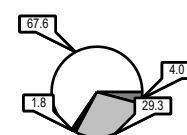
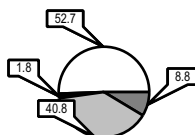
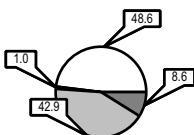
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	322	100.0	56.3	35.9	7.3	0.4	12.2	No	Yes
Gender									
Male	160	100.0	62.1	32.8	5.2	0.0	10.3		
Female	162	100.0	51.2	38.8	9.3	0.8	14.0		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	319	100.0	56.2	36.0	7.4	0.4	12.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	269	100.0	54.0	38.1	7.4	0.5	12.6		
Disabled	53	100.0	73.3	20.0	6.7	0.0	10.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	322	100.0	56.3	35.9	7.3	0.4	12.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	322	100.0	56.3	35.9	7.3	0.4	12.2		
Socio-Economic Status									
Subsidized meals	308	100.0	57.0	35.9	6.8	0.4	11.4	No	Yes
Full-pay meals	14	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	322	99.7	52.7	40.0	6.1	1.2	15.9	No	Yes
Gender									
Male	160	100.0	54.3	35.3	7.8	2.6	19.0		
Female	162	99.4	51.2	44.2	4.7	0.0	13.2		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	319	99.7	52.5	40.1	6.2	1.2	16.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	269	99.6	47.4	44.2	7.0	1.4	18.1		
Disabled	53	100.0	90.0	10.0	0.0	0.0	0.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	322	99.7	52.7	40.0	6.1	1.2	15.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	322	99.7	52.7	40.0	6.1	1.2	15.9		
Socio-Economic Status									
Subsidized meals	308	99.7	53.2	40.5	5.5	0.8	14.8	No	Yes
Full-pay meals	14	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	321	99.7	72.0	24.3	2.9	0.8	3.7
Gender							
Male	159	99.4	72.8	22.8	2.6	1.8	4.4
Female	162	100.0	71.3	25.6	3.1	0.0	3.1
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	318	99.7	71.7	24.6	2.9	0.8	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	269	99.6	68.7	27.1	3.3	0.9	4.2
Disabled	52	100.0	96.6	3.4	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	321	99.7	72.0	24.3	2.9	0.8	3.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	321	99.7	72.0	24.3	2.9	0.8	3.7
Socio-Economic Status							
Subsidized meals	307	99.7	72.8	24.3	2.6	0.4	3.0
Full-pay meals	14	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	321	99.7	68.3	28.8	1.6	1.2	2.9
Gender							
Male	159	99.4	72.8	24.6	0.0	2.6	2.6
Female	162	100.0	64.3	32.6	3.1	0.0	3.1
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	318	99.7	68.3	28.8	1.7	1.3	2.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	269	99.6	65.4	31.3	1.9	1.4	3.3
Disabled	52	100.0	89.7	10.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	321	99.7	68.3	28.8	1.6	1.2	2.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	321	99.7	68.3	28.8	1.6	1.2	2.9
Socio-Economic Status							
Subsidized meals	307	99.7	68.9	28.9	1.3	0.9	2.1
Full-pay meals	14	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	98.5	57.3	35.0	7.7	N/A	7.7
	7	126	97.6	57.9	33.3	8.8	N/A	8.8
	8	135	97.8	63.5	33.3	3.2	N/A	3.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	114	100.0	67.1	24.7	8.2	0.0	8.2
	7	115	100.0	50.6	44.8	4.6	0.0	4.6
	8	93	100.0	50.7	38.4	9.6	1.4	11.0
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	131	97.7	54.3	33.6	8.6	3.4	12.1
	7	126	97.6	58.8	34.2	6.1	0.9	7.0
	8	135	99.3	63.8	33.1	2.4	0.8	3.1
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	114	100.0	44.7	45.9	8.2	1.2	9.4
	7	115	99.1	50.6	40.2	6.9	2.3	9.2
	8	93	100.0	64.4	32.9	2.7	0.0	2.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	99.1	71.1	22.9	4.8	1.2	6.0
	7	115	100.0	72.4	24.1	2.3	1.1	3.4
	8	93	100.0	72.6	26.0	1.4	0.0	1.4
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	113	99.1	71.1	24.1	2.4	2.4	4.8
	7	115	100.0	75.9	23.0	0.0	1.1	1.1
	8	93	100.0	56.2	41.1	2.7	0.0	2.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 344)				
Students enrolled in high school credit courses (grades 7 & 8)	26.1%	Down from 56.2%	7.1%	15.5%
Retention rate	6.2%	Up from 1.9%	5.8%	3.0%
Attendance rate	94.9%	Down from 96.2%	95.3%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.3%	Up from 3.9%	7.9%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%	Up from 3.7%	6.4%	4.6%
Eligible for gifted and talented	7.0%	Down from 8.5%	5.4%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	No change	14.5%	13.6%
Older than usual for grade	7.3%	Up from 5.8%	9.1%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.2%	Up from 1.0%	1.2%	0.8%
Annual dropout rate	0.4%	Down from 0.7%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	50.0%	Down from 52.8%	50.0%	51.8%
Continuing contract teachers	68.4%	Up from 58.3%	69.2%	78.1%
Highly qualified teachers	87.9%	Up from 86.2%	87.4%	89.6%
Teachers with emergency or provisional certificates	15.2%	Up from 3.8%	14.0%	6.0%
Teachers returning from previous year	75.9%	Up from 71.5%	75.9%	85.4%
Teacher attendance rate	94.6%	Up from 93.7%	94.6%	94.9%
Average teacher salary	\$41,645	Down 0.8%	\$39,319	\$41,328
Prof. development days/teacher	12.4 days	Up from 10.6 days	10.7 days	11.5 days
School				
Principal's years at school	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	12.4 to 1	Down from 12.7 to 1	17.3 to 1	21.3 to 1
Prime instructional time	87.7%	Down from 89.3%	86.6%	89.3%
Dollars spent per pupil*	\$10,547	Up 7.8%	\$9,306	\$6,022
Percent of expenditures for teacher salaries*	60.4%	Down from 64.9%	57.8%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	83.6%	Up from 75.0%	81.8%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

W.A. Perry Middle School students made slight gains in math and ELA on the PACT from the previous year. In ELA, the 8th graders made a 4% increase, and in math, the 7th graders increased 9%. W. A. Perry applied and was accepted into the Teacher Advancement Program (TAP). TAP addresses student achievement by focusing on ongoing professional development and effective, research based instructional strategies. The school's leadership team is composed of administrators, master teachers, and mentor teachers who meet weekly to discuss progress of the school's goals toward meeting achievement, cluster goals, and Individual Growth Plans. The cluster teams are composed of master, mentor, and career teachers who meet weekly to share researched-based instructional strategies to field-test in their classrooms.

Because of TAP, we were able to analyze our previous PACT and benchmark data, group students and identify instructional goals by content area, so that students' performance could increase from below basic to basic, basic to proficient, and proficient to advanced. We aggressively instituted a comprehensive remedial plan that allowed students to be paired with a university instructor for academic assistance in ELA and math.

The school continued to focus on project-based /technology instructional activities, which resulted in the highest number ever of science projects being submitted. Also, 24 students represented the school at the Regional Science Fair, sponsored by the University of South Carolina. We made significant accomplishments as a result of all the initiatives by having two Duke (TIP) recipients, four Middle School Scholars, our faith-based partner, Trinity Episcopal was named the district and state Volunteer Group of the Year, and our students' art works were displayed in the Columbia Museum of Art and in Sumter.

The school continues its focus upon addressing areas for improvement by establishing the school goal for all students to increase their performance on PACT in ELA from 41% to 60%, in mathematics from 41% to 60%, in science from 22% to 40% and in social studies from 26% to 40%.

Ceasar J. Leysath III., Interim Principal
Mrs. Vernell Jenkins, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	66	53
Percent satisfied with learning environment	43.6%	55.4%	52.8%
Percent satisfied with social and physical environment	56.4%	61.5%	50.0%
Percent satisfied with school-home relations	15.8%	83.1%	58.8%

*Only students at the highest middle school grade level at this school and their parents were included.